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ABSTRACT

This workshop presentation discusses the importance of a positive classroom environment in the early childhood center in helping children develop their potential. The evaluation of centers and the effects of a negative environment on young children are considered. The presentation also deals with the interpretations and implications for treatment of 10 selected characteristics of young children which should be taken into consideration in the early childhood curriculum. These characteristics include: (1) short attention spans and lack of concentration; (2) possessiveness and tantrums; (3) centeredness in the present; (4) vivid imaginations and focus on fantasy worlds; (5) curiosity and questioning; (6) interest in what is real; (7) interest in playing alone and frustration at inability to perform as well as others; (8) interest in use of and experimentation with language; (9) eagerness to please and need for encouragement; and (10) occasional reservation and nonparticipation. The presentation concludes with a list of 22 suggestions for the creation of a positive classroom environment. (RJC)

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How Does Your Garden Grow?

Building Positive Environments for Children

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HOW DOES YOU GARDEN GROW?

A Workshop Presentation

by

Sue L. Miles

Waubonsee Community College

Welcome!

How does your garden grow? Is your child care center full of happy children, interesting activities and knowledgeable teachers? By studying together you and I can create a garden that is uniquely yours and one of which you will be proud. People will come to visit and view your garden and out of respect for your efforts grow gardens of similar quality.

Like a garden a child care center is a busy place. Children, just as plants, come in different sizes, shapes and colors and all are beautiful. Even the testiest little plant can become one of which you are extremely proud--once the methods and techniques used help make the little plant thrive. Child care workers need to view their "gardens" with critical eyes, record successes and failures and analyze the "why's" of their "gardening" experiences.

A good gardener makes the soil right, plants the seeds, keeps up the nourishment, pulls the weeds, watches carefully and allows the plants to grow. He doesn't pull a plant out of the ground and check the root progress every day.

In this booklet we will review some not so secret "secrets" that will create successful gardens for you. I know you will enjoy the productive and peaceful "child care gardens" that will result.

Sue Miles

Early Education Centers
(Quality Gardens)

Relatively new research from Lazar and co-workers in their study "The Persistence of Preschool Effects," shows that while I.Q. increases may not be permanent (as a result of early education), early education reduces the rate of school failure for low-income children, thereby probably preventing much humiliation and loss of self-esteem (Hendrick, 1984:6). Hendrick goes on to report, the findings of Lazar who explains that special education classes have been more frequently avoided by children from early childhood programs and that "The cost of teaching a child in special education classes is substantially more than if he or she is able to perform acceptably in the normal classroom, to say nothing of the trauma to the child being labeled slow or retarded."

As of late there has also been considerable interest in the research of David Weikart. Weikart and others state that the effects of early intervention programs last for years, past the elementary grades (Maxim (1985:53). Maxim goes on to elaborate:

> One study (by Weikart and others) followed 123 poor Black children with low I.Q.'s from their preschool years through age nineteen. Half the group attended preschool at the Perry Elementary School in Ypsilanti, Michigan and the other half received no preschool education. The results indicated that the preschoolers spent less time in special education classes, had higher attendance rates, graduated from high school in greater numbers, received less public assistance, and stayed out of trouble with the law when they experienced quality preschool education.

These studies clearly suggest that the early years are extremely important and that there is a definite need for preschool education. If this is so, then certainly we want quality child care centers--"gardens" where children can nourish and flower into adulthood reaching their greatest potentials.

Evaluating Existing Gardens

Are individual child development gardens full of the following?

(1) inappropriate and outdated activities and experiences that fail to meet the educational needs of a technological society that now exists and certainly lies ahead in the future?

(2) teachers who are tired, burned out and who have lost interest in gardening--worn out rituals that are causing discipline problems?

(3) toys that seem to have no real meaning to children who appear to have grown tired of them?

(4) children running around with no direction?

(5) regimented or uninterested children moving or bouncing from one activity to another?

(6) teachers who issue continuous commands to children, commands that seem to fall on ears that cannot hear?

Are child development workers ready and willing to critically examine and evaluate individual gardens to get rid of the "pests" that are causing the damage? Gardeners know that raising successful gardens requires knowledge in relation to seeds, plants, nutrients and weather conditions.

Examining Results of Improper Gardening

Because of the research that shows a need for preschool education (preschool centers are often referred to as gardens in this writing), there have literally been some gardens constructed that are damaging to children. Maxim (1985:56) quotes David Elkind, a prominent child psychologist who has described the short-term and long-term risks of poor preschools on young children:

> Short-term risks derive from the stress that formal education places on young children. Some stress-related danger signals are already evident--fatigue, headaches, loss of appetite, and stomachaches . . . Long-term risks are of three kinds: motivational, intellectual, and social. Formal instruction ignores the spontaneous, self-directed nature of young children's learning . . . Early formal instruction puts the child at intellectual risk because it requires rote learning by memorization and teacher initiated instruction instead of self-initiated activity and exploration.

Maxim (1985:56) goes on to explain that when children's "natural desires to learn are thwarted through too much teacher direction, children often lose spontaneity in and the initiative needed for learning."

Brazelton (1985:75) is especially concerned about a child's ability to cope socially:

> Being precocious is not likely to make for a well rounded child or even for one who is acceptable to his classmates. When straining so hard to master tasks that are beyond his age level, he may not have the time or emotional energy left over to care whether they (meaning the child's peers) like him or whether he likes them. He may become too self-centered, too self-critical and ultimately, too emotionally upset to deal successfully with the realities of living.

Because tested research studies upon which to draw, and recorded observations by people who have studied children (such as the above individuals), are available to child care gardeners, all garden designers and facilitators are free to teach. In a society that is demanding and often uneducated about what preschoolers are like, caregivers, teachers and parents must not become apathetic and succumb to activities and practices that poison the child's growth. At the same time it must be realized that there are some very definite guidelines that all can follow to nourish the child's development. In order to keep from becoming apathetic, teachers and parents need personalized knowledge that will help little "charges" grow. Plans for appropriate and interesting curriculum must also be made for individual gardens.

Little Plants and How Should We Should Nourish Them

Although all children are unique and come from an environment that differs in numerous ways, various characteristics remain that are similar among all children. These characteristics form the basis from which caregivers plan. Before planning in relation to the characteristics, caregivers must interpret the

true meaning of each and identify implications for that planning. Sometimes it is difficult to recognize the implications because caregivers do not look at examples of adolescents or full grown adult-type plants to see how the effects of what has previously been done during the preschool years has affected them. An examination of selected characteristics, interpretations, and implications for treatment follows:

YOUNG CHILDREN:

Characteristic #1

. . . have short attention spans and cannot concentrate for long periods of time unless engaged in activities of their choice.

Interpretations

a. Teachers or other caregivers cannot put children in groups that are teacher dominated and expect children to learn since they will not be able to concentrate. Any group times held will have to be short and contain well-planned activities to capture the interest of the children.

b. Children cannot be told what to study (Example: "Now we will make peanut butter and you will help.") because each child must choose according to interest.

c. All grouptimes and directed activities should be short and infrequent with interesting activities and subjects that children really want to know about. Most should supplement play activities that occurred during children's choice time.

Implications for Treatment

When caregivers continue to attempt to "teach" or tell children almost everything, the children will grow tired of listening, their minds will wander and they will soon find school something that must simply be endured. By the time children are in late elementary or junior high school their interest in learning will have waned.

Characteristic #2

. . . often show signs of possessiveness and throw tantrums when not getting their way.

Interpretations

a. Very young children still picture themselves (individually) as being the only living beings around. This egocentricism is gradually overcome as they reach out to and interact with others. Objects in the playroom may seem to belong personally to each individual child.

b. Children may move to a learning center or toy shelf, reach for an object and argue or "fight" with another or others over the objects or toys. When failing to secure the desired results,

children may shout, scream, push, shove or throw themselves on the floor in bouts of anger.

Implications for Treatment

Children must slowly learn that others have rights through the use of techniques such as positive statements that limit negative behavior, personal redirection and patience (sitting by the child briefly as he becomes interested in another activity). Interactions and knowledge on the part of the teacher are of utmost importance. When plants do not get enough individual space they will be unable to obtain nutrients. Gardeners must accept this and alter conditions, otherwise some plants may begin to wilt or need treatment. Children and plants need space and time to outgrow egocentric behavior.

Characteristic #3

. . . live in the "here and now" and concentrate on what is important at the moment.

Interpretations

a. Children may show a brief interest in what is going to happen in the future but true concentration is in the present. As a result, it is of little or no value to discuss "what we will do on the playground, on the bus or later in the afternoon."

b. Children have difficulty understanding the concept of time. Calendar lessons are a waste of time since they are abstract and confusing. (This is an example of one of the worn out rituals that leads to later school passivity, since insignificant activities lead children's minds to wander and the abstract structure of the calendar leads children into forming misconceptions.)

Implications for Treatment

a. Teachers must be on their feet interacting with children as close as possible to the time incidents happen. Example : At the playyard (or in the room) when a "rule" is broken, that is the time to discuss the rule. The teacher cannot expect results from saying "I told you yesterday," or "Back in the room what would happen if you . . ."

b. Calendars (and paper plate clocks if they must be made), should be merely introduced as "time pieces" at a table for children to individually examine. Those that might understand the passing of days (or hours) in relation to calendars or clocks still need one on one experiences and the experiences must relate to happenings in children's lives. (e.g. When both hands point to the 12 it is time for lunch.)

Characteristic #4

. . . have vivid imaginations and often live in fantasy worlds.

Interpretations

a. Children may enjoy fantasy in many ways such as believing animated objects are real or pretending situations are real when they are not. Play is joyful to children because they have the ability to fantasize.

b. There may be times when children get fantasy and reality confused and engage in the sharing of what adults consider "untruths." Adults may become concerned that children are "lying" and be tempted to discipline children for engaging in fantasy and confusing it with reality.

Implications for Treatment

Caregivers should first allow plenty of time for pretending. They might then use statements such as "It is fun to pretend--now let us distinguish what is 'pretend' from what is real." Strong moralizing words and messages such as "You should not 'lie,'" are not appropriate because those words in fact create "liars" by giving a label to what children are doing.* If a child takes money from his mother's purse, the teacher or caregiver needs to simply say something similar to the following:

1. "This money is your mother's--it is not yours. Give the money back to your mother", or "I will put the money away until your mother comes. Then I will watch as you give it back to her."
   (If the child insists the money is his) the teacher should say (if she is sure) "It is simply not true (notice how the 'heavy word lie' was purposely avoided), that the money is yours; it is your mother's."
2. Dramatic play must be encouraged and what is "pretend" must be defined. The caregiver might say, "Sally, you told Betty you went to the circus. It is fun to pretend that you went and 'pretend' is what you did. You did not actually go to the circus." Children sometimes may become confused about reality and honestly make statements like "Mr. Rogers is my father" or "I know Mr. Rogers." Children should be reminded that they would like for Mr. Rogers to be thier father but in fact he isn't. Children may be doing this for attention but the child receives positive educational attention when reacted to in the last way described.

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*Hiam Gainnott talks about this concept in his book Between Parent and Child.

These responses help the child to distinguish what is really happening without degrading him and show that it is acceptable to be young and demonstrate what is a basic characteristic.

Characteristic #5

. . . are curious and for this reason ask many questions.

Interpretations

a. Parents, caregivers and/or teachers must prepare to be frequently bombarded by children with many questions. Children have a natural desire to learn and are fascinated with scientific concepts about what things are, how things happen, and other types of occurrences. An interest in the world around them and patience with, as well as respect for children will allow this characteristic to be viewed as positive.

b. Children may take objects apart, let them fall on the floor or seem to be destructive when in fact they are trying to understand cause and effect.

Implications for Treatment

a. The playroom (or classroom) should be full of interesting objects, books (including reference books) and people to answer or help children look for answers to questions. It is important to keep this curiosity alive since curiosity is a crucial element in learning.

b. Children should be allowed to dismantle, experiment and examine old objects but be shown the difference between what is to be dismantled and what is to be preserved. Interest center covers help designate children's individual space. The tools placed on the centers tell children what they can do with objects. (e.g. A plastic knife next to an apple says the apple may be cut.)

Characteristic #6

. . . like fantasy but are more interested in what is real.

Interpretations

a. Toys provide experiences in the classroom but as mentioned in relation to the previous characteristic, children like what is real.* As a result, real objects should be added to the environment in organized ways for the children to explore and use.

b. Real objects provide focal points that are concrete from which children may learn.

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*Maria Montessori talked about using real objects many years ago.

Implications for Treatment

a. Interest centers should be set up that allow for the involvement of children with these real objects. (See Appendix A). It must be remembered here that interest centers are not "teaching tables" and teachers must not sit permanently by the tables (unless close supervision is needed for safety purposes), and "teach" everything to children.

b. Focal points provide objects that lead to true learning as children speak, classify, categorize, describe, count, arrange and dramatize them.

Characteristic #7

. . . still like to play alone and for that reason prefer small groups of children--becoming frustrated if they cannot perform as well as others.

Interpretations

a. Children are individuals and only relate to a few others at a time.

b. Children do not yet understand the meaning of friendship and they observe, associate with (play beside) and then begin to cooperate with each other.

c. Children do not know that they are individuals with special abilities.

Implications for Treatment

a. Room arrangement should allow for the grouping of small numbers of children together (two, three, or four children). The overall number in a total group of children should be kept at a minimum.

b. Grouptimes (when larger numbers of children are put together), should be kept short.

c. Large numbers of children should not be forced to sit at tables together performing activities or following directions on the same project until they reach elementary school. When this happens there is too much teacher direction, usually too much emphasis on product and too much emphasis on "staying at the table."

Characteristic #8

. . . are verbal and they like to use and experiment with language.

Interpretations

a. Children talk about anything or everything much of the time. If

adults like quiet situations they may not be "cut out" for working with children.

b. Children may use "impact" language and enjoy big words. They may understand things literally.

Implications for Treatment

a. Long play periods (at least fifty minutes to one hour), should be provided so that children may talk about what they see and do.

b. Children may use words that adults find distasteful such as "blood" or "ghost." They may use swearwords or other undesirable phrases. These must be accepted, ignored, or identified as "unacceptable to be used here." They should not be referred to as "bad" words because their parents may use these words at home and this is not the time to teach disrespect for parents.

c. Children like to have large words introduced to them--words like "responsibility" and "cooperation"--even when they are unable to define such words. Caregivers should use such words in conversation.

d. If a child hears words or comments such as "If you fall through ice on the pond, you may turn into a vegetable," (implying that brain damage may occur from lack of oxygen), he may picture himself turning into a large cauliflower. We must be careful when making such statements.

Characteristic #9

. . . want to please and need to be encouraged.

Interpretations

a. Children like the approval of adults and seek that approval. They like to be praised for actions well done. Praise as opposed to encouragement; however, can be negative causing children to become emotionally dependent on the action.

Implications for Treatment

a. Instead of using ambiguous words or phrases such as "good" or "You are a 'good' boy," we must change our wording to encouragement. Examples:
   (1) "It is quite an accomplishment to clean the room so well."
   (2) "The colors and designs you have chosen for your picture are most beautiful together."

b. Children want to please so be careful about saying "That is a pretty dress (or shirt) you are wearing." The preschool child may want to wear it every day. Instead say something like (if you have to talk about the looks of the clothing [isn't that superficial]), "The way your dress is made shows someone was

creative in sewing--let me examine it more closely."

Characteristic #10

. . . may appear to be reserved at times and sometimes appear to be non-participants.

Interpretations

a. As James Hymes (1981:40) has so clearly stated, young children are not yet "hale fellows well met." Children need time alone and do not need to be forced to participate in all activities at all times.

b. When teachers give school programs or put children in situations where they must perform as a group (or alone) in front of audiences, children may become self-conscious performing in front of groups, or class "show-offs." If they "stand out" from the group as exceptional this may place undue pressure on the children to always excel or be afraid of failure. Children under six are just becoming comfortable with themselves and want to try things in their natural environments first without being put on display. This needs to be explained to parents and parents need to be invited to observe the natural setting instead.

c. Organized "show and tell" sessions should be replaced with volunteer "sharing and discussion" periods. The label "show and tell" should be dropped because it is inappropriate.

Implications for Treatment:

a. Teachers, parents or caregivers need to make statements similar to
   (1) "When Sheri is ready to join us, she will. Right now Sheri chooses to look at a book."
   (2) "If you want to put on a Christmas dramatization (presuming clues by the children to present have already been given) we will do it in the play house after you have decided on the roles you will play. If your parents want to watch your play and are free to come, you may invite them."
   (3) "I notice Suzie prefers to play with books rather than sing and do fingerplays with the group. Perhaps she would rather wait to perform."

Identifying Specific "Trouble Spots" in Gardens

Although plants are vulnerable, it is amazing how well many survive in spite of weeds, crowding and improper or lack of nourishment. Children are the same way. Often teachers or caregivers hear adults make statements similar to, "Well, I made it using techniques that are now being considered negative, and I turned out all right." The question to ask, however, is "Did people actually turn out as well as they might?" Very few adults today have truly reached their full potentials. Large numbers of individuals find themselves--seeking pleasure in ways that later cause them difficulty, needing mental health services, suffering from basic insecurities that lead to lack of happiness, and generally

failing to reach goals due to apathy or lack of knowledge. Since it is the goal of educators (especially early childhood educators because young plants are tender and easily affected), to help human beings reach their potentials, let us examine some "trouble spots" that exist in our situations.

All gardeners know that to grow gardens well, certain knowledge is necessary. Crops, like children, have basic needs. If crops are to produce their best, they need to have seeds planted properly in loose, fertile seedbeds, to be weeded, to have moisture, to have the soil worked, to have sunlight and to especially experience TIME to grow. Pressure, out of date experiences, and lack of time make seedbeds inappropriate.

Pushing children toward something called "readiness" seems to be a real "trouble spot" in preschool education. Dr. James Hymes discusses some of the outdated academic procedures used that instead of making children "ready" erase individuality. Hymes (1981:24) says:

> The picture is no more cheering on the academic (than the social) side. Mechanical procedures are imported: Show and Tell. . . workbooks . . . coloring . . . Good Morning songs. . . dreary nose-counting attendance taking . . . too much teacher-talk while shushed children sit in a circle.

Hymes (1981:29) also discusses other out-of-date approaches by stating that the error is compounded when cognitive development is equated with the old readiness devices, with constant talking at children and with artificial lessons unrelated to children's living." Hymes (1981:29) continues:

> It is unfortunate that some of the newest ideas in the recent surge for cognitive development are identical with the approaches in the oldest workbooks: "The goal of this exercise is to teach the names of the shapes (circle, square, triangle, rectangle) . . . to teach the colors (red, blue, green, yellow, black, brown) . . . to teach concepts (under, on top of, over, beside, small, larger) . . . to teach counting (1, 2, 3, 4)." The battle cry is new but the result is old: we bring the dreary parts of first grade down into younger children's lives.

What Hymes is trying to tell teachers is that children will mature at their own rates of speed and that subject matter should be taught in "lively, functional ways," not through "drab and artificial" methods.

As was previously discussed, children have great curiosity and a desire to learn. They do not, however, see learning formally organized into subject matter areas. As children grow intellectually they ask questions that teachers may categorize into subject matter areas so the teachers will understand how to organize the knowledge the children desire. The organized knowledge serves as nutrients to preschool education if offered appropriately and in proper amounts. A way of organizing to achieve best learning results is by using a method that is called the temporary center method.

Centers are areas arranged and set up by the teacher (as well as on occasion parents and children), to gain the attention and persuade the participation of the children. This method cannot be successfully used unless the teacher/caregiver understands that children do not need old contrived lessons because most are abstract and boring, especially for preschoolers. Teachers must also understand that children instead learn through perception; that is, through the use of their five senses. Machado (1985:3) explains:

> Sensory-motor development, which involves the use of sense organs and the coordination of motor systems (body muscles and parts) are all vital to language acquisitions.* Sense organs gather information through sight, hearing, smelling, tasting, and touching. These sense-organ impressions of people, objects, and life encounters are then sent to the brain. Each perception impression received through the senses is recorded and stored, serving as a base for future oral and written language.

As was stated earlier, teachers just as gardeners must provide the proper nutrients for nourishment to take place, and it is becoming increasingly clear that the temporary center approach using objects and materials that children may examine through the use of their senses provides the the best type of soil or child development environment. The temporary approach works like this:

> The child approaches the area and focuses on the objects or materials. He then begins to manipulate and explore the objects in relation to the context of the activity using touch, taste, smell, sight and sound organs. As the child engages in this activity he fits what is perceived into what he already knows and develops some understanding. The teacher can name objects, offer statements describing the objects, actions or situations, try to help children connect objects or actions to past experiences, focus on identifying characteristics of the objects, ask questions, put children's action into words (John is...), extend one word utterances, review information or suggest exploration of another feature of the object or situation (extend interest of the child).
>
> Machado (1985:85)

It must be noted that even though the teacher often needs to take the above formal actions, she/he must also be silent and let the child perceive. The key to the approach for the teacher is to move in and out of the child's space as he learns and grows in his acquisition of affective and cognitive knowledge. (See Appendix for sample interest center experience.)

The Total Gardener

The environment of the preschool may often seem complex and difficult. It not only consists of what has been previously discussed (the children and how and what they learn), but other elements as well. All guidance techniques are most significant because of their immediate and long-term effects. Dealing with the elements includes a number of steps to be taken. The following is a list of what must be done, some of which is now a review:

1) The playroom is composed of both permanent and temporary centers.
2) The teachers place objects (e.g.'s shells, rocks, feathers, vegetables, fruits) at the reach of children and allow plenty of time for

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*This is true of all acquisitions of knowledge, not just the acquisition of language.

them to explore the objects--at least 45 minutes to 1 hour of free play. The objects when groups with other should be related and allow for involvement.

3) The teachers are interested in the objects and can discuss them with the children. (This will build trust between children and teachers.)
4) The teachers speak in quiet, calm voices and stoop to the eye level of children.
5) The children have a basic understanding of the overall guidelines that they must follow at centers and in the classroom.
6) The teachers do not force activities on children but wait and encourage them to participate.
7) The teachers model the behavior they expect the children to use.
8) The teachers stay away from activities that are inappropriate for very young children. (e.g. organized games that induce competition, calendar exercises, art patterns,* drill in relation to letters of the alphabet, colors or shapes, worksheets and show and tell exercises.)
9) The teachers have prepared a room arrangement that tells the child what to do. (e.g. if manipulative toys are to be used at a table, the manipulative toy shelf should be placed near that table.)
10) The teachers can leave their personal problems at home when coming to work, at least for the majority of the time.
11) The teachers remember never to discuss children in front of them.
12) The teachers never laugh at, judge or label children nor do they use sarcasm with them.
13) The teachers listen carefully when children ask questions or have discussions with them.
14) The teachers give clear and simple directions to children.
15) The teachers interact in relation to problems at the same time the problems occur.
16) The teachers pre-warn children when there will be changes in schedules or plans.
17) The children are given choices only when they can make a choice.
18) The teachers avoid being authoritarian or giving too many directions.
19) The children are told why teachers have certain expectations.
20) The teachers avoid over questioning children, issuing commands or expecting more than children can give.
21) The teachers anticipate problems before they occur.
22) The teachers avoid praise but use encouragement instead.
23) The teachers help children label their feelings so that they better understand those feelings.
24) The teachers spend time observing children and, if possible, recording behavior.
25) The teachers use restraint and time out only as a last resort.

(Miles:19)

When the above elements of direct and/or indirect guidance are used, most children will respond very well in the preschool environment. It takes time to learn how to implement these elements; however, the feelings of professionalism and self-satisfaction that result from the effort make all of the effort

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*There are now many art books containing open-ended art activities.

worthwhile. Once the elements are in place, teacher rapport with children has been created and gardens can successfully grow.

Gardens to Come

Preschool gardens come in many shapes and sizes. Child development methods and techniques must continue to be developed as more is discovered about young children. Workers must be willing to try successful methods reviewing all with "critical eyes" and make notes of successes and failures. Above all, preschool educators must analyze the "why" of what is done. As teachers grow they can eliminate those things that fail to work well and improve those that do.

It is next to impossible to cover all aspects of gardening (administering and working in preschool programs) in one examination. It is hoped, however, by this review interested teachers will be able to begin to see just "how their gardens grow."

Best Wishes and Happy Growing

Sue Miles

APPENDIX

A CURRICULUM EXPERIENCE

CONCEPT: Honey/Honeybees (containing examples of what may be learned or experienced)

MATERIALS:

Table cover
Jar/jars of honey
Book about flowers, bees or bears
Pieces of bread for honey tasting
Flower
Bee (artificial model) or photograph
Measuring spoons
Measuring scale
Labels: honey, bee/bees

SOCIAL STUDIES:

(General and Specific)

Children will begin to understand that:

History:

...Honey has been delighting humans for centuries (more than forty)
...In ancient Egypt taxes were paid with honey.
...In early Greece and Rome, honey symbolized fertility, love and beauty.
...Honeybees were brought from Europe by the colonists.

LANGUAGE DEVELOPMENT:

(General)

Children will:

...experience oral language as they discuss the objects.
...experience shapes, colors, letters of objects, and labels.
...be able to see objects matched to labels.
...experience the development of eye-hand coordination using objects.
...experience figure/ground perception as they see

SCIENCE:

(General and Specific)

Children will begin to understand that:

...Honey varies in color from clear to very dark, depending on the floral source and its location, as well as climate.
...There are many people who eat honey.
...Honey is sweet in taste.
...It is a thick liquid.
...Honey makes baked products brown faster and improves shelf life.

MATH:

(General)

The children will:

...count the objects on the table.
...notice the sizes, colors and shapes of objects on the table.
...develop an understanding of math vocabulary such as set, group, one-to-one correspondence (as each child chooses one object).

MUSIC:

(Specific)

Children may:

...pretend to be honeybees making honey - tapping flowers, flying, dropping nectar into honeycombs, and fanning their wings to evaporate nectar. They may "dance" as honeybees to communicate the direction and distance of nectar sources.

ART:

(General and Specific)

Children will begin to:

...observe the aesthetic qualities of the center, color, balance, design, and shape.
..."picture" (gain imagery), of bees making honey.
...begin to identify colors, shapes, and textures.
...(if they choose) paint pictures at easel with

SENSORY MOTOR EXPERIENCES:

Children may or will:

...see, touch, and smell the honey and other objects.
...try to listen to all sounds.
...feel the textures of all

SOCIAL INTERACTIONS:

Children will begin to learn to:

...cooperate while using objects.
...take turns while using

A CURRICULUM EXPERIENCE

CONCEPT: Honey/Honeybees (containing examples of what may be learned or experienced)

MATERIALS:

SOCIAL STUDIES:

...Indians had also kept bees in Central America.
...Napoleon (a European ruler) chose the bee as a symbol of his empire.

Geography

...An estimated 2,000 or more beekeepers keep bees in the U.S.
...South Dakota, North Dakota, Florida, and California are the country's biggest honey producers.
...Utah is known as the Beehive State.

LANGUAGE DEVELOPMENT:

objects against the background.
...determine space between the objects.
...experience various sounds as they pronounce words such as H, B sounds.
...understand that letters are symbols written to stand for objects.
...view learning to read in context as opposed to a separate experience.
...understand by modeling and explanation proper grammar including correct use of words, choice of words,

SCIENCE:

...Honey may crystallize. It may be reliquefied by placing an uncovered jar in warm water and setting aside, or heating in a microwave oven for 2 - 3 seconds on high; stirring every 30 seconds.
...they may observe sample slides of bees or honey under microscopes at a later time.

MATH:

...feel the weights & lengths of various objects and compare those weights and lengths
...notice the location in space of the objects

(Specific)

Children will:

...be introduced to large numbers such as 3.2 million--in relation to

MUSIC:

...dance to the "Flight of the Bumblebee."
...make the buzzing sounds of the bee.
...pretend to be honey in a jar, on a spoon by imitating or dramatizing words like, "thick & syrupy."
...make up chants and songs about bees or portray chants or fingerplays already in existence.
...notice sounds or make sounds tapping objects on the table.

ART:

colors relating to center.
...(if choosing) make a montage of flowers (or collage) from seed catalogs.
...notice the adheritive affects of honey.
...closely observe photographs of bees, flowers, beehives, and bears with honey.
...experience the flower with all senses.
...experience honey with all senses (see sensory motor)

SENSORY MOTOR EXPERIENCE

objects.
...perceive through senses many "learnings" not identified by them or by the teacher.
...taste the sweetness of the honey.

SOCIAL INTERACTIONS:

objects.
...use appropriate language while speaking.
...gather in small groups

A CURRICULUM EXPERIENCE

CONCEPT: Honey/Honeybees (containing examples of what may be learned or experienced)

MATERIALS:

SOCIAL STUDIES:

(Man's Interdependence and Habits)

...People enjoy honey as a source of sweetness.
...There are many types of honey such as clover, alfalfa, basswood, palmetto, sage, and tupelo, that are produced in the United States.
...People have many uses for honey; in tea, on toast, for baking or other recipes.
...Beekeepers are hobbyists who enjoy raising bees.

LANGUAGE DEVELOPMENT:

singular words, plural words, and others.

(Specific)

The children will experience:

...vocabulary relating to honey and honeybees such as beekeepers, colonies, hive, nectar, fructose, and others.
...engage in dramatization of the honeybee flight.
...look at books about bees, honey, flowers, bears, or

SCIENCE:

MATH:

the estimated number of bees buzzing in the United States; 211,600--in relation to the number of estimated beekeepers; 40--in relation to centuries and other concepts listed as following:

...The average honeybee flies at a speed of fifteen miles an hour
...On average, each American consumes slightly more than a pound of honey each year

MUSIC:

...pretend to reliquefy as crystallized honey in heat.
...listen to comercial songs (records) relating to honey or bees.
...People say, "I love you honey," because they are suggesting people are "sweet."
...Learn music vocabulary such as sound, volume, pitch, tempo/rate, and other words selected by the teacher of themselves.

ART:

...later, fingerpaint while listening to "Flight of the Bumblebee" if they choose.
...begin to represent a flower or bee through drawing or painting if they are at that stage of art development.
...learn art vocabulary such as shade, texture, wet, dry, sticky, adhere and other words selected by the teacher or themselves.

SENSORY MOTOR EXPERIENCE

SOCIAL INTERACTIONS:

in orderly fashion.
...understand that others have rights as do they.
...interact and enjoy the company of others.

A CURRICULUM EXPERIENCE

CONCEPT: Honey/Honeybees (containing examples of what may be learned or experienced)

MATERIALS:

SOCIAL STUDIES:

...People must be careful and wear special equipment when handling bees.
...People buy, sell, and transport honey so that it has economic value.
...Ancient books, including the Bible, speak of man's use of honey.

LANGUAGE DEVELOPMENT:

listen to stories at grouptime.
...make up chants or learn fingerplays about bees or such.
...look at pictures and labels of bees.
...recognize various parts of bees.

SCIENCE:

MATH:

...A hive of bees must fly 55,000 miles to produce a pound of honey
...It would take approximately one ounce of honey to fuel a bee's flight around the world
...Two million flowers must be tapped to make a pound of honey
...A honeybee has five eyes
...A honeybee cell has six sides
...A honeybee has eight wings
...A honeybee visits fifty to

MUSIC:

ART:

SENSORY MOTOR EXPERIENCE

SOCIAL INTERACTIONS:

...interact and learn from others.
...send and receive ideas through communication.

CONCEPT: Honey/Honeybees (containing examples of what may be learned or experienced)

MATERIALS:	SOCIAL STUDIES:	LANGUAGE DEVELOPMENT:	SCIENCE:
MATH:	**MUSIC:**	**ART:**	**SENSORY MOTOR EXPERIENCES:**
100 flowers in one collection trip ...Honey has 21 calories and is one and a half times as sweet as the same amount of sugar			**SOCIAL INTERACTIONS:**

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ABOUT THE SPEAKER

SUE MILES has fourteen years experience in the classroom and thirteen years instructional experience in a community college setting. As a Department Coordinator she has taught more than fourteen classes, including subjects such as teaching methods, parent education, and interpersonal effectiveness. Sue has conducted between 1500 and 2000 seminars since 1968, often serving as keynote speaker, for colleges, public schools, national educational organizations, community groups and served as a private consultant to parents. She has also led a study group on a tour of London's British Infant schools. Recently, Sue has been listed in Who's Who in Midwest America, Who's Who in World Women, Who's Who of American Women, The International Directory of Leadership, Community Leaders of the World, and other biographical references. Sue has designed numerous child care settings and worked toward the improvement of low income day care as well as care for all children. A recent article written by Sue Miles, has been published by the Eric Clearinghouse, University of Illinois at Urbana-Champaign in microfiche and hard cover. ED 271 209, is entitled "Value Talk: Helping Children Grow." She has also evaluated child development materials and most recently a leading language arts textbook used by numerous colleges in child development training. Sue testified before a U.S. Congressional Committee in relation to the need for day care in order for parents to be employed. For additional "fun" Sue reads, plays with her Yorkshire terriers, talks to many elderly people and models larger women's clothing for two stores in the area.

SUE MILES has helped teachers change many a dreary setting into places where pleasant and meaningful activities occur daily between teachers and children. Labeled by workshop participants as a "witty and dynamic speaker," Sue gives practical suggestions which can be put into immediate use. She openly admits she must constantly examine herself to consisently "stay alive."

SUE is currently a fourth year doctoral student at Nova University. You may take classes from Sue at Waubonsee Community College in Sugar Grove, Illinois. If you wish to have Sue speak to your educational organization, serve as a consultant to your family, or provide further child development information, call 312/466-4811, Extension 311 or 312/969-TOTS.